

Technology High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Technology High School
Street	550 Bonnie Ave. Rohnert Park, CA
City, State, Zip	Rohnert Park, CA 94928
Phone Number	707-792-4825
Principal	Jessica Romero
Email Address	jessica_romero@crpusd.org
School Website	https://ths.crpusd.org/
Grade Span	9-12
County-District-School (CDS) Code	49-73882-4930384

2025-26 District Contact Information

District Name	Cotati-Rohnert Park Unified School District
Phone Number	707-792-4722
Superintendent	Maité Iturri
Email Address	maite_iturri@crpusd.org
District Website	https://crpusd.org/

2025-26 School Description and Mission Statement

Technology High School seeks to develop the talents of motivated students to become thoughtful and productive members in an increasingly and ever-changing global and technological society. Technology High School offers a rigorous and innovative college-preparatory curriculum to ensure that, upon graduation, all students are prepared for college and/or career.

Technology High School is a regional school of choice focused on Science, Technology, Engineering, and Mathematics. It serves approximately 340-350 students. While a majority of the students are drawn from Cotati-Rohnert Park Unified School District, there is a significant percentage drawn from districts throughout the North Bay. The school serves a broad cross-section of students in grades 9-12 who have an interest in attending an innovative, small, project-based school. Students must

2025-26 School Description and Mission Statement

possess a strong work ethic and be motivated to meet the rigor of the graduation requirements which include three years of Engineering courses. Graduates are prepared to enter post-secondary education and the workforce as independent, critical thinkers, and decision-makers who recognize that learning is a lifelong process. To accomplish school goals and to support students in reaching learning outcomes, the staff develops, refines, and implements the following: 1) Project-based learning environment, 2) Integrated curriculum 3) Integration of technology, 4) Maintenance of a small school culture, and 5) Empowerment of students to manage their own learning.

Staff and students are actively involved in a dynamic curriculum design process in which students:

- Develop critical-thinking, teamwork, and problem-solving skills
- Integrate information and skills from multi-disciplinary areas
- Build interpersonal and intrapersonal skills vital for success in a post-secondary environment
- Practice innovative, inventive, creative, and risk-taking thought processes
- Hone lifelong learning skills required for a rapidly changing society, workplace, and world
- Utilize technology to access, organize, compile, analyze, create, and demonstrate new information

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	82
Grade 10	90
Grade 11	92
Grade 12	79
Total Enrollment	343

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	37
Male	62.4
Non-Binary	0.6
American Indian or Alaska Native	0.6
Asian	12.5
Black or African American	2.9
Filipino	1.5
Hispanic or Latino	18.7
Two or More Races	5.8
White	57.4
English Learners	1.7
Homeless	0.3
Socioeconomically Disadvantaged	21.9
Students with Disabilities	3.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.7	85.82	247.6	83.35	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.2	1.1	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	10	3.37	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.1	14.11	16.6	5.6	11953.1	4.28
Unknown/Incomplete/NA	0	0	19.5	6.58	15831.9	5.67
Total Teaching Positions	14.8	100	297.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.7	81.73	240.6	80.05	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	7.1	2.38	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	21.8	7.26	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.5	16.03	13.8	4.6	11746.9	4.23
Unknown/Incomplete/NA	0.3	2.12	17.1	5.71	14303.8	5.15
Total Teaching Positions	15.6	100	300.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.9	80.87	252.9	81.19	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.3	0.44	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	3.68	19.8	6.36	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.4	15.33	11.7	3.78	12112.8	4.34
Unknown/Incomplete/NA	0	0	25.6	8.22	13705.8	4.91
Total Teaching Positions	16	100	311.5	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0.5

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.10	2.5	2.4
Total Out-of-Field Teachers	2.10	2.5	2.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students in the Cotati-Rohnert Park Unified School District have sufficient instructional materials in all core subject areas.

Year and month in which the data were collected

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708.	0%
Mathematics	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708.	0%
Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708.	0%
History-Social Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708.	0%
Foreign Language	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708.	0%
Health	Health standards are addressed in other district courses/classes i.e., Physical education. biology, etc.	0%
Visual and Performing Arts	Contact Educational Services Department (707) 792-4708.	0%
Science Laboratory Equipment (grades 9-12)	Contact Educational Services Department (707) 792-4708.	0%

School Facility Conditions and Planned Improvements

Technology High School opened at a completely renovated site located at 550 Bonnie Ave. The school is completely upgraded with the most modern safety, technological, accessible, and pedagogical standards. The school has 4 modernized and fully equipped science classrooms. The science classrooms were designed to fit the needs of a project-based curriculum with lab equipment and space to accommodate any current and future labs, projects, and standards. THS has two shops to serve student needs. One shop is dedicated to electronic use. It has 3D printers, vinyl cutters, sewing machines, soldering equipment, and more. The other shop is designed for wood and metalwork. Both shops meet modern safety standards and are fully equipped with tools that are new or are in good working order.

The school has 9 other classrooms and a computer lab. Again all furniture, fixtures, and space are new. The furniture is brand new and designed with modern teaching and learning standards in mind. The furniture is flexible so the students and teachers can arrange it to fit their teaching and learning needs. The school has one computer lab with brand new computers, a student center so students can study and work in groups, an MU to hold music classes, PE, outside sports fields, and locker rooms.

The three-year asbestos re-inspection occurred in March 2025.

Year and month of the most recent FIT report

June 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	96	92	41	42	47	48
Mathematics (grades 3-8 and 11)	68	69	25	29	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	90	88	97.78	2.22	92.05
Female	39	39	100.00	0.00	94.87
Male	50	48	96.00	4.00	89.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	20	100.00	0.00	95.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	47	45	95.74	4.26	88.89
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	31	100.00	0.00	87.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	87	85	97.70	2.30	70.24
Female	39	39	100.00	0.00	65.79
Male	47	45	95.74	4.26	73.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	19	100.00	0.00	52.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	46	44	95.65	4.35	74.42
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	29	100.00	0.00	62.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	80.77	80.12	26.78	28.8	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	168	166	98.81	1.19	80.12
Female	66	66	100.00	0.00	77.27
Male	100	98	98.00	2.00	81.63
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	70.59
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00	0.00	75.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	100.00
White	99	97	97.98	2.02	79.38
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	51	100.00	0.00	76.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

All students enrolled in Technology High School are required to take the Engineering Sequence of Courses (Project Lead The Way Principles of Engineering and/or Engineering/Physics, Environmental Sustainability, and Design and Development) and a series of Next Generation Science Standards (NGSS) laboratory science classes (Physics, Biology, Chemistry and choice of AP sciences, Computer Science or Anatomy & Physiology) every year in order to receive a diploma from Technology High School. This series of courses increases the number of students who enter college and the workforce with a foundation to succeed in STEM advanced studies or a STEM career. The students use computers, engineering and design software, engineering equipment, materials and technology such as CAD software with CNC milling machines to attain the course outcomes.

CTE Course Offerings at THS include:

PLTW Principles of Engineering or Engineering/Physics
 PLTW Environmental Sustainability
 Engineering Design & Development or Agriscience Design & Development
 Music Production 1 & 2
 Band 1 & 2
 AP Computer Science Principles

2024-25 Career Technical Education Programs
AP Computer Science A

2024-25 Career Technical Education (CTE) Participation	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	205
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion	
This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.	
UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	82.93

B. Pupil Outcomes	<p>State Priority: Other Pupil Outcomes</p> <p>The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.</p>
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2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	100.00%	100.00%	100.00%	100.00%	100.00%

C. Engagement	<p>State Priority: Parental Involvement</p> <p>The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.</p>
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2025-26 Opportunities for Parental Involvement

Parents of Technology High School students are encouraged to get involved with the school and school activities. They are invited to participate in our Parent Teacher Student Organization (PTSO), the Athletic Boosters Association, and the School Site Council. In addition, parents are encouraged to volunteer their time and talent by serving as project mentors, assist with the WASC accreditation process, chaperone school activities, give presentations in classrooms, provide job shadow and internship experiences for students, donate supplies and equipment, judge projects, and support other student activities. We invite parents to a variety of informational nights sponsored by the counseling department, in addition to Back to School Night, to keep them informed of what students need to prepare for college and career. Parents also have access to their student information through the parent portal on the PowerSchool Student Information System and their students' Google Classrooms.

Technology High School built a "Learning Network" comprised of parents, community members, and alumni with expertise in targeted academic areas to further assist with connecting learning to the real world and inform and support instructional practices and projects. In the 2022-23 school year, parents were "Career Expedition" day presenters to our students, sharing insights into their careers and what kind of writing tasks happen in their line of work. In the 2024-25 school year, alumni came and presented information about their chosen career. These have been powerful experiences that further connect parents to teachers, students and each other and we expect to continue it annually.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)									
Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	6.2	7.4	4.9	7.4	9.7	9.2	8.2	8.9	8
Graduation Rate	91.4	92.6	95.1	90	88.3	89.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)			
This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp .			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	82	78	95.1
Female	28	26	92.9
Male	54	52	96.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	14	14	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	51	47	92.2
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	29	28	96.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	347	346	24	6.9
Female	127	127	6	4.7
Male	219	218	18	8.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	44	44	2	4.5
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	65	65	3	4.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	23	1	4.3
White	196	195	15	7.7
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	104	104	9	8.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	15	15	2	13.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.69	2.32	0	5.06	4.91	3.82	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0.1	0.07	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The Technology High School Safety Plan was originally developed in the 2019-2020 school year and is updated annually. It is approved by the School Site Council every year. The School Site Council consists of the principal, counselor, teachers, parents, and students. The safety plan is reviewed and revised annually for accuracy of the content and to stay current with the provisions of the law governing emergency response procedures for public institutions. The key components of the plan focus on creating a safe instructional environment that ensures all discipline and safety codes are clearly disseminated, reviewed, practiced, and enforced. Emergency drills are regularly held for earthquakes, civil disturbances, and fire preparedness. The most recent School Safety Plan was reviewed by the THS staff during a practice drill and debrief session in November 2025. It will be approved by the THS School Site Council in the Spring of 2026.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	2	8	2
Mathematics	28	3	4	4
Science	29	3	4	4
Social Science	26	3	5	1

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	2	9	2
Mathematics	26	5	5	2
Science	26	4	4	5
Social Science	28	3	3	3

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	2	8	3
Mathematics	26	4	5	4
Science	34	4	3	7
Social Science	30	2	3	5

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	338

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,560	323	9,237	82,718
District	N/A	N/A	8,174	\$79,755
Percent Difference - School Site and District	N/A	N/A	12.2	3.6
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-18.7	-19.0

Fiscal Year 2024-25 Types of Services Funded

Supplemental curriculum, tutors, equipment and materials are acquired with the assistance from the general fund. In recent years, the school has been awarded the following grants:

PLTW Grant for computer science.

Wellness Center Grant from Healthy Petaluma.

North Bay Builders Exchange teacher grant.

An Early College Credit Capstone (ECC) Internship pilot in partnership with Santa Rosa Jr College, the CCR Force, and Sonoma County Office of Education.

A T-SEL grant in partnership with SCOE to develop an Advisory program and infuse Social Emotional Learning into the culture of the school and across all academic courses. This grant allowed staff to develop and refine the Advisory program in the 2022-23 and 2023-24 school years.

A CTE Foundation grant to run a "Middle School Girls Coding Boot Camp" during the summer of 2023.

A CTE Foundation grant to hire a Workbased Learning Coordinator to assist students with acquiring Internships and career planning.

The Cotati Rohnert Park Education Foundation provides grants for our teachers.

Technology High School receives from its PTSO for many items such as mental health resources for students, games and items for play so students can decompress, and snacks for students and staff for special occasions and events.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,271	\$62,145
Mid-Range Teacher Salary	\$78,674	\$97,088
Highest Teacher Salary	\$102,805	\$120,436
Average Principal Salary (Elementary)	\$142,545	\$151,343
Average Principal Salary (Middle)	\$124,811	\$159,514
Average Principal Salary (High)	\$154,513	\$177,261
Superintendent Salary	\$230,000	\$294,805
Percent of Budget for Teacher Salaries	25.97%	29.95%
Percent of Budget for Administrative Salaries	6.79%	5.4%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	61.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	5
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	3
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	23

Professional Development

Professional Development in the Cotati-Rohnert Park Unified School Districts targets research-proven best practices. In addition to three days of training provided outside of the student instructional year, teachers have numerous opportunities to develop as professionals through district-sponsored trainings offered through release time and on regularly scheduled professional development dates.

In the 2025-2026 school year, Technology High School was able to choose their area of professional development. The focus

Professional Development

this school year is on equitable grading practices.

Teachers meet weekly as a staff or department to focus on long term goals, initiatives and ongoing learning and professional development. During these meetings, teachers focus on instructional best practice and project design, PBIS, Restorative Practices and student well being and collaborate to discuss differentiating lessons, providing multiple opportunities for students to demonstrate their learning and create cross-curricular project-based units.

Many Technology High School teachers have been trained for Advanced Placement and Project Lead the Way Engineering courses and other courses. Teachers take advantage of SCOE training opportunities in CTE and Science.

Technology High School continuously focuses on improving instructional practices and student relationships.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3